

4 month reporting date 06/28/07
8 month reporting date 10/28/07
12 month completion date 02/28/08

Plankinton School District Improvement Plan/Progress Report Form

Principle 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

CFR 300.304 Evaluation Procedures a) Notice. The public agency must provide notice to the parents of a child with a disability, in accordance with 300.50, that describes any evaluation procedures the agency proposes to conduct.

Through file review the monitoring team validates the remaining findings of the steering committee as concerns under the provision appropriate evaluation. In four files the district did not conduct evaluations in all areas listed on the prior notice/permission to evaluate. The lack of functional evaluation will be addressed under individualized education program.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure all evaluation procedures are adhered to during the evaluation/reevaluation process.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure all evaluations are conducted for which parental consent was obtained.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

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<p>1. What will the district do to improve? The district will develop a system to monitor whether all evaluations listed on the prior notice/consent for evaluation were given.</p> <p>What data will be given to SEP to verify this objective?</p> <ol style="list-style-type: none"> 1) The district will describe the system they have implemented to ensure all evaluations listed on the prior notice/consent were administered. 2) The district will review all files in which evaluations were administered during the reporting period and report <ol style="list-style-type: none"> A) How many files were reviewed B) How many files all evaluations were administered that were on the prior notice/consent to evaluate. 	<p>5-2-07</p>	<p>Special Education Director and Special Education Teachers</p>	<p>(completed by SEP)</p>
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

CFR 300.304 Evaluation Procedures. b) use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child that may assist in determining (ii) the content of the child's IEP.

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: A statement of the student's present levels of educational performance, including: (a) How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students); (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to: (4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section; and (9) For each student beginning at age 16 or younger, if determined appropriate by the placement committee, a statement of the needed transition services, as defined in § 24:05:27:13.02, including, as applicable, interagency responsibilities or any needed linkages.

Through file review the monitoring team validates many of the steering committee findings as areas of concern under individualized education program. In three files functional assessment was not used to obtain specific relevant functional, developmental and academic information to assist in developing the IEP. As a result annual goals were not measurable or skill based and did not link to the PLAAFP. The PLAAFP did not consistently contain the student's strengths and needs in the skill area affected by the disability.

In four files the district did not adequately address how the student's disability affects his/her progress in the general curriculum. For example, a statement such as "because student has difficulty attending to tasks and weaknesses in the areas of math and written expression, student needs the support of special services to be successful with the regular classroom" does not address how the disability affects the students progress in the general curriculum.

In five files the district did not adequately explain/justify why the student's needs could not be met in the regular classroom. The statement "Because of the student's disability, the student needs the support of the special education department in to order to be successful in the regular classroom....:" does not explain what educational strategies/interventions the student needs that require him/her to be removed from the regular classroom.

CFR 300.320 Definition of individualized Education Program (4) a statement of the special education and related services and supplementary aids and services to be provided to the child

Although the district consistently documented the amount of services and location of services in six files it did not specifically document the description of the special education and related services the district will provide for the student. For example, "Study Hall or Resource Room" does not provide the parent a description of services the district is committed to provide to the child.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child that will assist in the developing the content of the child's IEP.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

District IEPs content will link to evaluation.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will conduct training in the area of what academic achievement and functional performance evaluation is, how to use those evaluation results in developing the IEP (specific strengths/needs on the PLAAF, and how the disability affects performance in the general curriculum), how to write justification statements which reflect instructional needs of the students that require the student to be removed from the regular classroom setting, and how to document services the district is responsible for providing.</p> <p>What data will be given to SEP to verify this objective? The district will report date of the training, the name of the trainer and names of those staff members attending the training.</p>	4-1-07	Special Education Director and Special Education Teachers	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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<p>2. What will the district do to improve?</p> <p>The district IEPs will include the following information</p> <ul style="list-style-type: none"> a) specific skills listed on the PLAAF which link to the area of disability which links directly to academic achievement and functional performance evaluation results, b) How to link goals to PLAAF c) how the disability affects the student's progress in the general curriculum d) justification statements which reflect instructional needs of the students that require the student to be removed from the regular classroom setting, e) document specific amount of services the district is responsible for providing. <p>What data will be given to SEP to verify this objective?</p> <p>The district will review all IEPs held within the reporting period and will report the following:</p> <ul style="list-style-type: none"> 1) The number of files reviewed 2) The number of files in which the skills listed on the PLAAFP page were skill specific and linked to evaluation results 3) The number of files in which all goals and objectives written linked directly to the PLAAFP 4) The number of files in which the district explains how the student's disability affects the students progress in the general curriculum 5) The number of files in which the district's justification statements reflect what instructional needs of the student that requires the student to be removed from the regular classroom setting 6) The number of files that document the specific amount of services the district is responsible for providing. 	<p>2-28-08</p>	<p>Special Education Director and Special Education Teachers</p>	
Please explain the data (4 month)			
Please explain the data (8 month)			
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Principle 5: Individualized Education Program			
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) CFR 300.320 Definition of individualized Education Program(b)Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP...1) appropriate measurable postsecondary goals based upon age appropriate transition assessment related to training, education, employment, and where appropriate independent living skills.</p> <p>Although there was transition evaluations conducted in five files, there was no report summarizing the evaluation results which affected the entire transition process within the IEP. The present level of academic achievement and functional performance page did not address the strengths and needs of all areas of transition which resulted in a lack of a coordinated set of activities to promote post secondary success of the student.</p>			
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district ensures transition plans for students are a coordinated set of activities, reflecting student strengths, needs and interests, to prepare them for post school goals.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>For all students of transition age, an outcome oriented process will be developed which will include evaluation , life planning outcomes, specific course of study, service recommendations in all seven areas and educational goals.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>

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<p>1. What will the district do to improve? The district will receive training in the area of transition evaluation and using the evaluation results in developing the IEP.</p> <p>What data will be given to SEP to verify this objective? The district will submit the date of training, the name of the trainer, and the names of those who attended.</p>	4-1-07	Special Education Director and Special Education Teachers	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? The district will develop IEPs for students of transition age that reflect a coordinated set of activities, student strengths and interests to prepare them for post school activities which link to transition evaluation in all seven areas and the PLAAF.</p> <p>What data will be given to SEP to verify this objective? The district will review all transition age IEPs held within the reporting period and will report the following:</p> <ul style="list-style-type: none"> 7) The number of files reviewed 8) The number of files in which the strengths and needs listed on the PLAAF link to transition evaluation in all seven areas 9) The number of files in which transition was a coordinated set of activities. 	2-28-08	Special Education Director and Special Education Teachers	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			